



Curriculum Overview: **Drama**

Exam Board: **Edexcel**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<b>Darkwood Manor</b> <ul style="list-style-type: none"> <li>Building atmosphere</li> <li>Introduction to vocal skills</li> <li>Exploration of character- tone and projection</li> <li>Approaching a script- Consideration of vocal skill application</li> </ul>	<b>Darkwood Manor</b> <ul style="list-style-type: none"> <li>Introduction to physical skills</li> <li>Exploration of character- body language, facial expressions</li> <li>Application of vocal and physical skills to a performance</li> </ul>	<b>The Child</b> <ul style="list-style-type: none"> <li>Non-verbal communication</li> <li>Still Image</li> <li>Flashback</li> <li>Thought Track</li> <li>Exploration into the use of vocal skills</li> </ul>	<b>The Child</b> <ul style="list-style-type: none"> <li>Conscience Alley</li> <li>Exploration into the use of physical skills</li> <li>Identification of strengths and developments for new drama scheme</li> </ul>	<b>Charlie and the Chocolate Factory</b> <ul style="list-style-type: none"> <li>Characterisation elements- how to walk, how to talk, how to act</li> <li>Leading a walk with a body part</li> <li>Using vocal skills to impact character lines</li> <li>Effective use of stage space</li> </ul>	<b>Charlie and the Chocolate Factory</b> <ul style="list-style-type: none"> <li>Characterisation elements- how to act and how to react</li> <li>Benefits of a director</li> <li>How to respond or react as a character</li> <li>Identification of strengths and developments for new drama scheme</li> </ul>
8	<b>The Lion, The Witch and The Wardrobe</b> <ul style="list-style-type: none"> <li>Introduction to plot</li> <li>Spatial Awareness- using space to enhance performance</li> <li>Recap vocal skills for dialogue delivery</li> </ul>	<b>The Lion, The Witch and The Wardrobe</b> <ul style="list-style-type: none"> <li>Recap physical skills</li> <li>Developing communication of themes</li> <li>Applying additional meaning to dialogue delivery</li> </ul>	<b>Chris and Derek</b> <ul style="list-style-type: none"> <li>Injustice in society</li> <li>Recap Still Image</li> <li>Physical skills</li> <li>Tension in a performance</li> <li>Cross-Cutting</li> </ul>	<b>Chris and Derek</b> <ul style="list-style-type: none"> <li>Subtext</li> <li>Hot Seating</li> <li>Improvisation</li> <li>Identification of strengths and developments for new drama scheme</li> </ul>	<b>Haz</b> <ul style="list-style-type: none"> <li>Melodrama</li> <li>Exaggeration</li> <li>Plot of Part 1, 2 and 3 of Haz</li> <li>Devising</li> <li>Recap techniques</li> </ul>	<b>Haz</b> <ul style="list-style-type: none"> <li>Dramatic Irony</li> <li>Plot of Part 4 and 5 of Haz</li> <li>Devising</li> <li>Script Writing techniques</li> <li>Identification of strengths and developments for new drama scheme</li> </ul>
9	<b>Production Elements</b> <ul style="list-style-type: none"> <li>Lighting- types of lighting on stage and meaning</li> <li>Set- exploration of set elements</li> <li>Sound and Costume- terms and understanding</li> </ul>	<b>Production Elements</b> <ul style="list-style-type: none"> <li>Using knowledge of production elements to a production</li> <li>Justification of production elements</li> <li>Costume/Lighting/Set designs</li> </ul>	<b>Mugged</b> <ul style="list-style-type: none"> <li>Stage Directions</li> <li>Tension Plot Graph</li> <li>Narration</li> <li>Thought Track</li> <li>Part 1, 2 and 3 of Mugged</li> </ul>	<b>Mugged</b> <ul style="list-style-type: none"> <li>Choral Speech/Movement</li> <li>Greek Theatre</li> <li>Marking the Moment</li> <li>Identification of strengths and development for new drama scheme</li> </ul>	<b>Rachel</b> <ul style="list-style-type: none"> <li>Devising</li> <li>Rachel story Part 1 and 2</li> <li>Juxtaposition</li> <li>Cross-Cutting</li> <li>5 Tensions in Drama</li> </ul>	<b>Rachel</b> <ul style="list-style-type: none"> <li>Devising</li> <li>Rachel story Part 3</li> <li>Thought Track</li> <li>Marking the Moment</li> <li>Poetry Analysis</li> <li>Identification of strengths and targets for future development</li> </ul>
10	<b>Introduction- Brecht and Stanislavski. Introduction to Component 3- DNA</b> <ul style="list-style-type: none"> <li>Recap of Skills and Techniques</li> <li>Stanislavski- Naturalism</li> <li>Live Theatre Review</li> </ul>	<b>Introduction to Component 1- Devised performances</b> <ul style="list-style-type: none"> <li>Recap of Skills and Techniques</li> <li>Brecht- Epic Theatre</li> <li>DNA introduction- themes, characters, context</li> </ul>	<b>Introduction to Component 1- Devised performances</b> <ul style="list-style-type: none"> <li>Devising- Stimuli identification</li> <li>Research into stimuli</li> <li>Form, Structure and Language</li> </ul>	<b>Introduction to Component 1- Devised performances</b> <ul style="list-style-type: none"> <li>Devising- Physicalisation</li> <li>Brecht and Stanislavski</li> <li>Application of techniques and consideration of skills.</li> </ul>	<b>Recording of Component 1 performances and Introduction to Component 2- Road</b> <ul style="list-style-type: none"> <li>Final Rehearsals and recording of Component 1</li> <li>Component 1 Portfolio</li> <li>Identification of strengths and developments for next component</li> </ul>	<b>Component 2- Road, application of Brecht and Stanislavski. Return to Component 3- DNA</b> <ul style="list-style-type: none"> <li>Practical exploration of extracts from DNA</li> <li>Developed use of vocal and physical skills</li> </ul>
11	<b>Component 3- DNA Exam preparation</b> <ul style="list-style-type: none"> <li>Exam questions and techniques.</li> <li>DNA overview- context, themes, character analysis</li> </ul>	<b>Return to Component 2. Prepare for recording</b> <ul style="list-style-type: none"> <li>Road context</li> <li>Monologue/Duologue identification</li> <li>Rehearsals for Component 2 performance</li> </ul>	<b>Component 2 Recording. Component 3- DNA exam preparation</b> <ul style="list-style-type: none"> <li>Final rehearsals and recording of Component 2</li> <li>Character overview documents</li> </ul>	<b>Component 3- DNA exam preparation</b> <ul style="list-style-type: none"> <li>Exam questions and techniques</li> <li>Revise and revisit DNA text</li> <li>Live Theatre recap</li> </ul>	<b>Component 3- DNA exam preparation</b> <ul style="list-style-type: none"> <li>Exam questions and techniques</li> <li>Revise and revisit DNA text</li> <li>Live Theatre recap</li> </ul>	<b>Component 3- DNA exam preparation</b> <ul style="list-style-type: none"> <li>Exam questions and techniques</li> <li>Revise and revisit DNA text</li> <li>Live Theatre recap</li> </ul>

Implementation is driven through our 4 TLPs: Sequencing, Scaffolding & Modelling, Questioning, Reviewing Material and Stages of Practice